

Yellow Class – Home learning – W/C 18th May 2020

Dear Yellow Class

I hope that you are all continuing to be well and are coping during this difficult time. I've come across a nice resource – a book of inspiring poems - that might give you strength and encouragement or purely entertain you during lockdown: <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>

I enjoyed receiving your VE day poems from your previous English learning and have forwarded them to Outwell Parish Council for judging. As soon as I hear anything, I will let you know. I hope that you enjoyed not working last Friday afternoon, but instead ate cake to celebrate the end of SATs! Don't forget to share your photos with me.

It has been lovely to hear from some of you and to share all the impressive work that you have undertaken. Please continue to keep sending me bits and photos that will make me laugh too!

Next week is half-term, so enjoy a well-deserved break from your home learning.

I look forward to seeing you all again soon. Stay safe!

Kindest regards

Mrs Summers

Maths

In Maths, this week, and in forthcoming weeks, we are going to continue to focus on properties of shapes and will be completing this unit by focusing on 3D shapes. Again, here is the overview.

https://content.twinkl.co.uk/resource/62/02/tp2-m-2567221-y6-properties-of-shapes-planit-maths-steps-to-progression-overview-english_ver_3.pdf?token=exp=1589279141~acl=%2Fresource%2F62%2F02%2Ftp2-m-2567221-y6-properties-of-shapes-planit-maths-steps-to-progression-overview-english_ver_3.pdf%2A~hmac=d724c05531f76ff80be63d6ca1745bafac3abf3f233ebd117ebffd5afb382d7

This overview links directly to the White Rose Hub planning which we follow as a school:

https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-6-2018-19-Summer-Block-1-Properties-of-Shape.pdf

The above will be useful in supporting learning of each of the following lessons and it will give you further explanations and additional tasks to have a go at. **Please use this in conjunction with the following lessons to embed understanding.**

As with previous weeks, you will need a Twinkl account to access this week's learning. Please see the following link which shows you how to set up a free Twinkl Account, if you haven't already done so.

<https://www.bing.com/videos/search?q=how+do+you+get+a+free+parent+twinkl+account&docid=608040259246555671&mid=CF6367759070A5FFDA62CF6367759070A5FFDA62&view=detail&FORM=VIRE>

In addition to the set Maths learning, you might want to have a go at some of the following outdoor maths challenges.

<https://www.cambslearntogether.co.uk/asset-library/outdoor-maths-challenges-ks2.pdf>

English

For this week's English, we are going to be continuing with our two-week unit of work based on Oliver Twist. As with last week, a lot of the planned activities will provide opportunities for you to revise grammar and punctuation concepts and your learning will culminate in an extended narrative based on an extract from the book which you will be given the opportunity to edit and improve. As mentioned, if you have access to the film, I would suggest watching it to enhance your understanding. I look forward to sharing your completed narratives.

Reading

This week why not have a go at some of these fun reading challenges each day.

<https://www.cambslearntogether.co.uk/asset-library/31-Day-Reading-Challenge.pdf>

For this week's Reading Comprehension, I would like for you to continue to use Purple Mash's 'Serial Mash' for resources. We will be completing the 'Sapphires' text: Buster's Blitz. You will again be expected to read one chapter each day and to answer the associated quiz questions. This means that by Tuesday you should have completed this text. The next text that we will be reading is, again, a Sapphires' text: Suffrajitsus. I would like for you to read up to chapter 4, and answer corresponding questions, before the end of the week. There are additional tasks for each chapter, should you choose to complete them.

For access: Please visit www.purplemash.com and find Beaupre School. You will need your log in details including passwords which were stapled to the plastic wallet on your original home learning packs. If you do not know your log in details, please e-mail me at yellow@beaupre.cambs.sch.uk and I can let you know what they are.

Science, Topic and non-core lessons

Please refer to the second home learning pack (issued at the start of this half-term). Please continue with your extensive project for Science (Keeping Healthy). Please continue with all Topic lessons and projects related to Africa, as well as completing PE and French lessons. If any of you have exhausted all of these tasks, please let me know.

	Maths	English
1	<p>Today we are going to be learning about properties of shapes and we are going to be starting our first lesson on 3D shapes. Lesson 1 is on the properties of 3D shapes.</p> <p>https://www.twinkl.co.uk/resource/tp2-m-143-planit-y6-properties-of-shape-lesson-pack</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. The answers are at the foot of this document, to allow you to self-mark your work and assess your accuracy as you are going along. There is a challenge task too for you to complete.</p>	<p>This week, in English, we are going to build on last week's learning and will end the week by writing and editing our narrative. I, again, include the links of my narration which you may like to refer back to.</p> <p>Chapter 1 – 3 https://www.youtube.com/watch?v=pSeNTnTCKd4 From Chapter 4 https://www.youtube.com/watch?v=bUQh7Z1oGoI</p> <p>Starter – Some words can belong to more than one word class. The word 'surprise' can be a noun, verb and adjective.</p> <p>It was a great surprise. (noun) I surprise my mum. (verb) I went to a surprise party. (adjective) What other examples can you find? (Choose three and put them into sentences).</p> <p>In today's lesson we are going to be looking at main and subordinate clauses and short sentences for impact.</p> <p>What conjunctions do you know? Create a list of co-ordinating and subordinating ones.</p> <p>A complex sentence uses a subordinating conjunction to create a subordinate clause (which adds extra information to the main clause) and uses a comma to separate clauses. You know the comma is in the correct place if you can swap the position of the clauses.</p> <p>When his eyes watered, his nose ran furiously. His nose ran furiously, when his eyes watered.</p> <p>A compound sentence is two main clauses joined by a co-ordinating conjunction. A comma is used before the conjunction (except for 'and').</p> <p>Oliver despaired, but he never gave up.</p> <p>Use these powerpoints to enhance your understanding.</p> <p>https://www.twinkl.co.uk/resource/writing-complex-sentences-ks2-t2-e-3181 https://www.twinkl.co.uk/resource/au-l-53490-compound-sentences-powerpoint</p> <p>Use your collected word list to write complex and compound sentences that are applied to character descriptions for Oliver, Dodger and Fagin that you could use in your narrative.</p>

		<p>A simple sentence does not have any additional clauses to give extra information. These can be effective in narratives for effect. For example, 'He cried.' As a simple sentence is more powerful than a lengthy description in this example. Think about some short sentences that could be used in your description for impact.</p>
2	<p>Lesson 2 is on drawing shape nets https://www.twinkl.co.uk/resource/tp2-m-144-planit-y6-properties-of-shape-lesson-pack</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. There is a challenge task too for you to complete.</p>	<p>In today's lesson you will be planning your writing. Remember that your narrative is based from when Oliver leaves to go to London until he gets caught pickpocketing. Please see the boxing up support in Appendix 1 which will show you how to structure your writing into paragraphs (you may choose to use more than one paragraph for each section). Create yourself a Year 6 writing checklist so that you can plan features that you will use. Look at the one on your boxing up support, if you are stuck. Have I missed any Year 6 features that you could include?</p> <p>Read through my WAGOLL and highlight where I have used Year 6 features (Appendix 2). Can you 'magpie' any of these words or features for your own plan? Be very mindful that this is the standard of writing that you are aiming to produce.</p> <p>You need to complete your boxing up support in noteform of what you could use in each section of your writing (just like we do in class). When you have used one of the features, tick it off your checklist (this doesn't mean that you can't use each feature more than once though).</p> <p>Use your work from last and this week to include some of your planned ideas for speech, present and progressive tenses, subjunctive and compound, complex and short sentences for effect.</p> <p>What sentence openers will you plan to use? https://www.twinkl.co.uk/resource/t-l-4471-sentence-openers-mat</p> <p>What year 3/4 and 5/6 spellings lend itself well to this piece of writing? Use the following word mats to help you plan words that you can use in your writing. You must ensure that you copy them correctly. https://www.twinkl.co.uk/resource/t2-e-3099-statutory-spellings-word-mat-years-3-and-4-word-mat https://www.twinkl.co.uk/resource/t2-e-2599-statutory-spellings-year-5-and-6-word-mat I have also included a high frequency word mat that some of you are used to using in class. https://www.twinkl.co.uk/resource/t-l-90101-phase-2-to-5-high-frequency-words-word-mat</p> <p>By the end of the lesson, you should have a full and informative boxing up support that will help you with writing tomorrow's narrative.</p>
3	<p>Lesson 3 is on reasoning about 3D shapes https://www.twinkl.co.uk/resource/tp2-m-148-planit-y6-properties-of-shape-lesson-pack</p>	<p>In today's lesson, you will be writing your narrative. Remember that your narrative is based from when Oliver leaves to go to London until he gets caught pickpocketing. Firstly, read over you plan from yesterday, so that you are clear about what you are writing about in each paragraph. Remember, that I will be expecting to see lots of detail about the characters and settings. You will be writing in past tense as it has already happened (but remember that direct speech is</p>

	<p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. There is a discussion sheet as well as an independent activity.</p>	<p>written in present tense) and your narrative will be in third person. Don't be repetitive with using Oliver or 'he', instead think of creative ways to describe him occasionally to make your writing more engaging.</p> <p>Look at what a poor example looks like in Appendix 3. Then re-read the WAGOLL from yesterday (Appendix 2). Remember this is the quality that you are aiming for!</p> <p>When you are ready, please start. Remember to re-read sentences and paragraphs for impact as you go along. You must refer to your plan to ensure structure and that you've included Year 6 writing features.</p> <p>Please make sure that you have spelt words correctly by using your word mats.</p>
4	<p>In today's lesson, you are going to be consolidating everything that you have learnt over the past 3 weeks about shape by completing a White Rose Hub end of unit test.</p> <p>https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p> <p>Scan down to Summer Term for Year 6 and click on Properties of Shape.</p> <p>Answers are provided too so that you can self-mark and assess your understanding.</p>	<p>In today's lesson you are going to be editing and improving your writing. It is important that you give this task adequate care and attention as it is as important as the planning and drafting stage! See Appendix 4 for guidance and to help you to think about the difference between editing and revising.</p> <p>Firstly, read through your work. Look for missing words and letters to ensure that your writing makes sense. Have you missed any capital letters for proper nouns? Have you missed any punctuation marks? Look for missing commas in complex sentences. Are your sentences too long? Have you accidentally joined more than one sentence? Do all questions end with question marks?</p> <p>Next re-read your writing and check your spelling by looking for words that don't look write or that you felt less confident about spelling when you wrote them. Use the word lists from your first draft to check. Use a dictionary to check spelling (on-line is fine too).</p> <p>Next re-read your writing again; this time think about improving the quality of your writing. Have you used unnecessary words and repetition that need to be removed or altered? Can you re-order your words for impact? Can you use improved synonyms but accurately suggest substitution? You may need to refer to a thesaurus. Remember to keep editing clear and small so that your writing isn't confusing.</p> <p>Finally, when you have edited and revised your writing, if possible, share it with a 'peer' – either a parent, sibling or perhaps with a friend over social media. What are their suggestions for improvement?</p>
5	<p>To complete this unit, I would like for you to attempt SATs questions (taken from past papers) to consolidate your learning on 3D shapes over the past week. Please use the following link to take you to questions that range in difficulty with some requiring less reasoning than others. https://www.maths4everyone.com/resources/sats-questions.html Scan down to the section on 3D shapes, where you will find both questions and the solutions to download.</p>	<p>When you are happy, produce your final copy by writing or typing into best. If writing, please remember to use your very best joined handwriting. Here is a template for you should you wish to use it.</p> <p>https://www.twinkl.co.uk/resource/t2-e-1525-oliver-twist-page-borders</p> <p>Don't forget that you can edit and revise further as you go along, should you discover a mistake or feel that you could make further improvement. Re-read each sentence for sense after you have written it. Re-read your completed version as a final check for perfection! Well done on completing your narrative!</p>

	Happy half-term!
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For additional fun activities that you might want to try:

<https://www.goodtoknow.co.uk/family/things-to-do-with-kids-66855>

Enter your email address to receive a free digital copy of First News (an award-winning weekly newspaper for children).

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

Appendices

Appendix 1

Oliver Twist – Boxing-up support

Year 6 writing features to be included in your writing: passive voice, subjunctive, inverted commas, complex sentences which contain subordinating conjunctions, compound sentences which include co-ordinating conjunctions, short sentences, modal verbs, relative clauses, perfect tense, progressive tense, questions, Year 3/4 and 5/6 spellings, hyphenated words, parenthesis – brackets, commas and dashes - fronted adverbials, past and present progressive)

1 – Oliver walking from the countryside to London	
2 – Oliver arrives in London (busy marketplace) and meets Jack Dawkins	

3 – Oliver meets Fagin at his house

4 – Oliver attempts pickpocketing and gets caught

Appendix 2

Mrs Summers' WAGOLL (What a good one looks like!)

Aimlessly, he trudged along the never-ending, stony road with a heavy and aching heart, as he pondered over his current predicament. Enviously, he admired the scattering of stone cottages – smoke could be detected from all of their chimneys – signalling the warmth and comfort within. Lush fields, of varying shades of green, could be seen for miles; the bleating of the occupying sheep echoed in the emptiness. Above, the rustling of the autumn leaves in the tall, looming Oak trees were surprisingly comforting. Despite the cool air having a crisp nip to it, a glint of sunshine which perpetrated through the oppressive clouds brought a shimmer of hope to his despairing situation. He continued for hours, and hours and very slowly the emptiness was beginning to dissipate. On witnessing the industrial chimneys standing proud in the distance, he felt inspired to pick up pace and head towards their furious smoking.

He was walking through the darkened streets, with his head bowed down, feeling unworthy of love and full of despair, the poor child wandered aimlessly. His fair hair danced in the gentle breeze, as he progressed along the shadowy streets. His tear-filled sapphire eyes – giving away his kind and gentle nature - glistened and shone (showing an element of hope despite his current circumstances). The hopeless boy's fair, slightly freckled skin (which showed signs of neglect from being unwashed) was paler than usual; his cheek bones had started to hollow slightly due to lack of regular nutrition. An optimistic hint of a smile could be detected on his cracking, dry lips where a full beaming grin used to be often present. Surprisingly, the clothes that he wore indicated previous privilege, although they were now: wearing thin; crumpled beyond belief; becoming ragged and were covered in the dirt and decay from the streets of London. Bravely, a stream of tears were being held back by him. Pondering over his desperate and helpless situation, he mumbled anxiously to himself, "What am I going to do?"

Appendix 3

Poor example

Oliver was walking through the countryside and was feeling very sad. He headed towards London.

